

St Edward's English Curriculum Map 2016-2017

Reading and Phonics Year 2

Year 2	Patterns and Rhymes Identify which words appear again and again.	Prediction, Inference & Deduction Make predictions on basis of what has been read. Make inferences on basis of what is being said & done.	Intonation and Expression Use commas, question marks & exclamation marks to vary expression. Read aloud with expression & intonation.	Grammatical Features Recognise: - speech marks - contractions Identify past/present tense.	Research Use content and index to locate information.
<p>Word Reading/ Phonics</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation <p>re-read these books to build up their fluency and confidence in word reading.</p>			<p>Comprehension and Understanding</p> <p>Reads ahead to help with fluency & expression. - Comments on plot, setting & characters in familiar & unfamiliar stories. Recounts main themes & events. Comments on structure of the text.. Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases, continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far. 		

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y

The letter j is never used for the /dʒ/ ("dʒe") sound at the end of English words.

badge, edge, bridge, dodge, fudge / age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy / jacket, jar, jog, join, adjust

The /s/ sound spelt c before e, i and y race, ice, cell, city, fancy

The /n/ sound spelt kn and (less often) gn at the beginning of words The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago. knock, know, knee, gnat, gnaw The /ɹ/ sound spelt wr at the beginning of words This spelling probably also reflects an old pronunciation. write, written, wrote, wrong, wrap

The /l/ or /əl/ sound spelt -le at the end of words The -le spelling is the most common spelling for this sound at the end of words table, apple, bottle, little, middle

The /l/ or /əl/ sound spelt -el at the end of words The -el spelling is much less common than -le. The -el spelling is used after m, n, r, s, v, w and more often than not after s. camel, tunnel, squirrel, travel, towel, tinsel

The /l/ or /əl/ sound spelt -al at the end of words Not many nouns end in -al, but many adjectives do. metal, pedal, capital, hospital, animal

Words ending -il There are not many of these words. pencil, fossil, nostril

The /aɪ/ sound spelt -y at the end of words This is by far the most common spelling for this sound at the end of words. cry, fly, dry, try, reply, July

Adding -es to nouns and verbs ending in -y The y is changed to i before -es is added. flies, tries, replies, copies, babies, carries

Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii. The only ordinary words with ii are skiing and taxiing. copied, copier, happier, happiest, cried, replied ...but copying, crying, replying Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with

a consonant before it The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. The exception is being. hiking, hiked,

Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter

The last consonant letter of the root word is doubled to keep the /æ/, /ε/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes. patting, patted, humming, hummed, dropping sadder, saddest, fatter, fattest, runner The /ɔ:/ sound spelt a before l and ll The /ɔ:/ sound ("or") is usually spelt as a before l and ll. all, ball, call, walk, talk, always

The /ʌ/ sound spelt o other, mother, brother, nothing, Monday The /i:/ sound spelt -ey

The plural of these words is formed by the addition of -s (donkeys, monkeys.). key, donkey, monkey, chimney, valley

The /ɒ/ sound spelt a after w and qu a is the most common spelling for the /ɒ/ ('hot') sound after w and qu. want, watch, wander, quantity, squash

The /ɜ:/ sound spelt or after w There are not many of these words. word, work, worm, world, worth

The /ɔ:/ sound spelt ar after w There are not many of these words. war, warm, towards The /ʒ/ sound spelt s television, treasure, usual

The suffixes -ment, -ness, -ful, -less and '-ly' If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable. enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily